THE MODEL FOR IMPROVEMENT

The Model for Improvement, developed by Associates in Process Improvement, helps teams plan and test changes that lead to improvement. It consists of the three fundamental questions (below, left) and the plan-do-study-act cycle (below, right).

THE THREE FUNDAMENTAL QUESTIONS

AIM
What are we trying to accomplish?

MEASURES
How will we know that a change is an improvement?

CHANGES
What changes can we make that will result in improvement?

PLAN-DO-STUDY-ACT CYCLE

Teams implement change and collect data on how it went.

Teams study the data and assess whether their predictions were true.

Teams plan to test a specific change and predict the result.

Teams determine what to do next (act). Do they adopt, adapt, abandon, or scale the change?

IMPROVEMENT IN PRACTICE

Who?

Lizzie Weiler
is a teacher leader at Gunsaulus Scholastic Academy in Chicago, working with the Teach Plus Network for School Improvement. The network aim is to increase the on-track rate of 8th-grade students by 2% per year.

How?

SCHOOL TEAM’S AIM:
Improve student performance by fostering more engaged and supportive classroom relationships.

MEASURES:
Formative classroom assessments and PERTS Elevate student survey, administered quarterly.

CHANGE IDEA:
Organize students into small collaborative groups based on students’ learning goals so they engage more deeply with content.

What next?

After trying collaborative groups, 10% more students said they were engaging in “meaningful work.” Weiler was encouraged about the group strategy.

When Weiler shared the survey results with her class, students thought their increased engagement might be due to content. They found the current unit’s nonfiction content more relevant and engaging than the previous unit on fiction.

Weiler and her team are still testing and adapting the group strategy, but they are also considering new change ideas based on the students’ hypothesis, including ways to make fiction units feel more relevant and meaningful.